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ABSTRACT

In creating a continuous-integrated-sequential curriculum for grades 5-8, educators must raise and answer a series of questions to guide them in their decision-making. This paper raises and answers questions pertinent to the creation of a curriculum in cultural geography. Among the topics addressed are teaching methods, learning processes, curriculum organization, instruction materials/community resources, essential social science concepts for inclusion, and assessment. An examination of geography, specifically cultural geography is made, including important concepts, student skills, and classroom/field-based, learner activities. A list of 40 selected references is included. (DB)

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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

CULTURAL GEOGRAPHY
AND THE SOCIAL STUDIES CURRICULUM

Richard Peters, Ed.D.

U.S. DEPARTMENT OF EDUCATION
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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

Founded in 1981, GLOBAL HORIZONS is an educational collaborative for the design, delivery, and evaluation of K-12 instructional programs as well as critical thinking/decision making skills development modeling in global education, and international environmental education.

Clearinghouse activities include:

publication of a periodic newsletter, GlobeScope;

dissemination of relevant literature in the field;

original works published by the ERIC system and in national periodicals;

national conference paper presentations;

teacher inservice education 'how to do it' and informational workshops;

development of audiovisual and print instructional materials for classroom use and field-based studies;

the Humans/Environment Learning Program for continuous, integrated, and sequential instruction;

field testing OUR COMMON HOME: EARTH instructional units in K-12 classrooms;

application of the Proactive Action Model Cross-Culture Matrix to the study of diverse social groups.

NGO member of the Environment Liaison Centre, Nairobi KENYA

ABOUT THE AUTHOR

Dr. Peters is experienced in social studies education and culture studies curriculum development; Kindergarten through Grade Twelve, as a classroom teacher, department chair, district-wide curriculum coordinator, and supervisor of teacher inservice training.

He has supervised the development of several K-12 instructional programs including STUDENT ENVIRONMENTAL AWARENESS (SEA) program, PEOPLE IN THEIR ENVIRONMENTS (PIE), and HUMANS/ENVIRONMENT LEARNING PROGRAM (H/ELP).

In 1981, Dr. Peters founded GLOBAL HORIZONS: THE CENTER FOR APPLIED ECO/SOCIAL STUDIES to promote global education curriculum/program development. GLOBAL HORIZONS is an NGO member of the Environment Liaison Centre, Nairobi, Kenya.

Dr. Peters has taught elementary/secondary social studies education at the undergraduate level, and has supervised student teachers in social studies education.

He is Assistant Professor/Planning and Instruction, College of Education, Corpus Christi State University.

IN LOVING MEMORY OF

Lawrence and Phyllis

You are with me-always!

> The day-to-day lives of average citizens are being influenced by our growing international, cross-cultural links.
>
> The phenomenon of globalization is evident by increased interaction between societies, resulting in a global culture, and an expanding global consciousness which enhances awareness of our identities as members of the human species and as inhabitants of the planet Earth. 1

When classroom teachers, curriculum designers, coordinators, and supervisors of instruction meet to create continuous-integrated-sequential curricula for grades 5-8, they need to raise a series of questions; the answers to which will highlight decisions that must be made.

---

1 National Council for the Social Studies, "Position Statement On Global Education," Social Education January 1982.

HOW CAN LEARNERS BE SYSTEMATICALLY INTRODUCED TO THE CHARACTER AND NATURE OF DIVERSE GLOBAL CULTURES?

Because the culture traits of any given social group are influenced by the total (natural) life-space environment, learners should familiarize themselves with climate patterns, seasons, topographical characteristics, historical data of a geological nature, and natural resources as well as anthropological and sociological data.

Learners are introduced to diverse cultures through print materials (books, magazines, maps, and descriptive literature) and non-print items such as films, filmstrips, slides, videotapes, and still pictures.

It is important that a visual impression be made in the minds of learners so that they have a mental image of far-removed locations for immediate recall. These images also provide the basis for comparing local/distant phenomena.

HOW CAN LEARNERS DEVELOP AN AWARENESS AND UNDERSTANDING OF THE DIFFERENCES/ SIMILARITIES AMONG CULTURE GROUPS?

The SAGE (Student Awareness of Global Environments) cross-culture matrix is an instructional tool used to visualize the characteristics/traits of diverse social groups.

Once data has been collected by researching teams, it is placed on the matrix board - thus providing an opportunity to compare/contrast diverse cultures in common trait categories.

SEE MATRIX PAGE 4

TRAITS

CULTURES	1	2	3	4	5	6	7	8	9	10	11
A											
B											
C											
D											
E											
F											
G											
H											
I											

1 social roles/status
2 government system/structure
3 religion/ceremonies-philosophy-structure
4 family structure/function
5 division-of-labor
6 dress/food/shelter
7 tools/weapons
8 technology/industrialization
9 customs/folkways/mores
10 birth rate/death rate
11 economic system

HOW CAN LEARNERS BEST COMPREHEND THE CHARACTER AND NATURE OF DIVERSE NATURAL ENVIRONMENTS ON A GLOBAL SCALE?

Every social group functions within the context of a total lifespace environment - characterized by natural conditions and phenomena - which greatly influences/determines certain traits such as customs, diet, dress, human interaction/relationships, and shelter forms.

Within their immediate lifespace environments, e.g., the school, the neighborhood, and the community-at-large, learners can begin to comprehend the character of phenomena and its impact upon social development by studying local/area history.

Regarding more-remote environments, learners can be introduced to these regions via audiovisuals, e.g., films, filmstrips, still pictures/slides and videotapes. Maps and globes can be used to locate specific regions being studied.

HOW SHOULD THE CURRICULUM BE ORGANIZED?

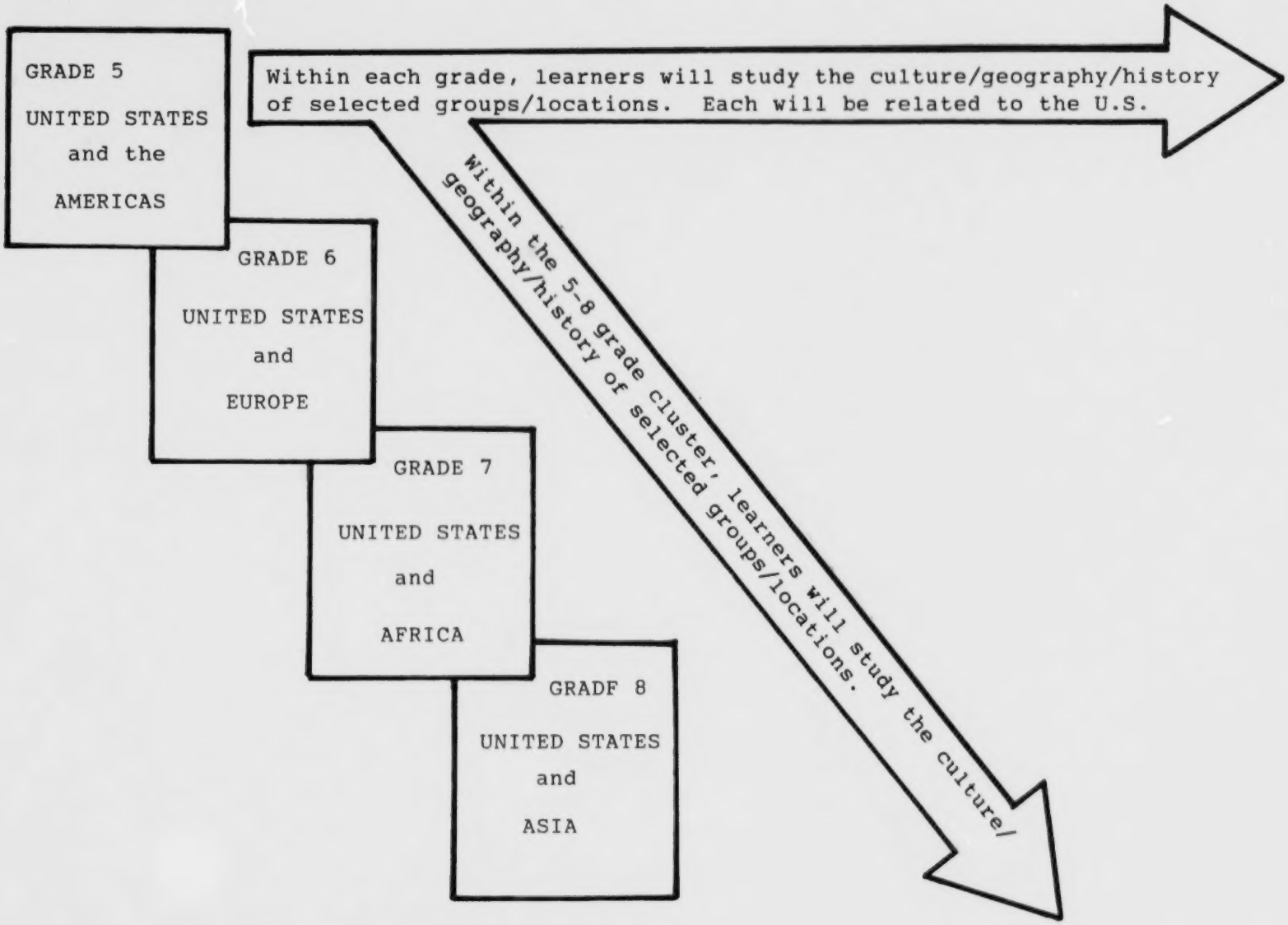
A continuous-integrated-sequential curriculum could be organized in the following manner.

GRADE 5	The United States/Americas
GRADE 6	The United States/Europe
GRADE 7	The United States/Africa
GRADE 8	The United States/Asia

At GRADE 5, geography and research skills learned in grades 3/4 (The Community/State/Nation) would be applied, refined, and reinforced.

At GRADES 6-8, previously learned concepts/knowledge/skills plus newly learned information and abilities would be applied to the study of global cultures.

When entering grade 9, learners would be somewhat familiar with the history of diverse social groups on a global scale. This background would lend itself to more indepth studies of Western/non-Western cultures in World History and elective courses during the Junior/Senior years.


GRADE 5
UNITED STATES
and the
AMERICAS
GRADE 6
UNITED STATES
and
EUROPE
GRADE 7
UNITED STATES
and
AFRICA
GRADF 8
UNITED STATES
and
ASIA
Within each grade, learners will study the culture/geography/history of selected groups/locations. Each will be related to the U.S.
Within the 5-8 grade cluster, learners will study the culture/ geography/history of selected groups/locations.

WHAT SHOULD BE THE BREADTH/DEPTH OF CULTURE STUDIES IN THE MIDDLE SCHOOL?

Learners must become familiar with the histories of non-Western cultures and societies.

The GRADES 5-8 program of instruction should be organized so as to provide for a global study of human groups; their development and accomplishments as well as their contributions to the melting pot culture of the United States.

This approach allows not only for an acquaintance with diverse groups but also relates those groups to something closer to home and more familiar to learners; the United States and its historical/contemporary society.

Learners need to realize that each human group/ culture has, in its own unique way, not only developed a lifestyle and system of social order - but that many of these customs/traits have contributed to the development of our own culture/sociaty.

Whether studying the Americas, Europe, Africa or Asia there is a need to constantly relate the accomplishments of diverse cultures/societies to our own national identity.

The program of instruction must include concepts/knowledge/skills borrowed from/related to the several social science disciplines - and not merely history and/or political science.

WHAT INSTRUCTIONAL MATERIALS/ COMMUNITY RESEOURCES SHOULD BE INCORPORATED INTO THE DISCOVERY PROCESS?

Any/all audiovisual materials dealing with the customs/traits of diverse social groups would be appropriate to the study of global cultures.

The impact and value of audiovisuals regarding learner comprehension of global cultures are numerous.

1) Audiovisuals create picture images in learners' minds. These images form the basis of an easily recalled frame-of-reference.

2) The sights/sounds/color of audiovisuals present real-to-life impressions to learners.

3) By skillfully matching several audiovisuals, and presenting them in some meaningful sequence,

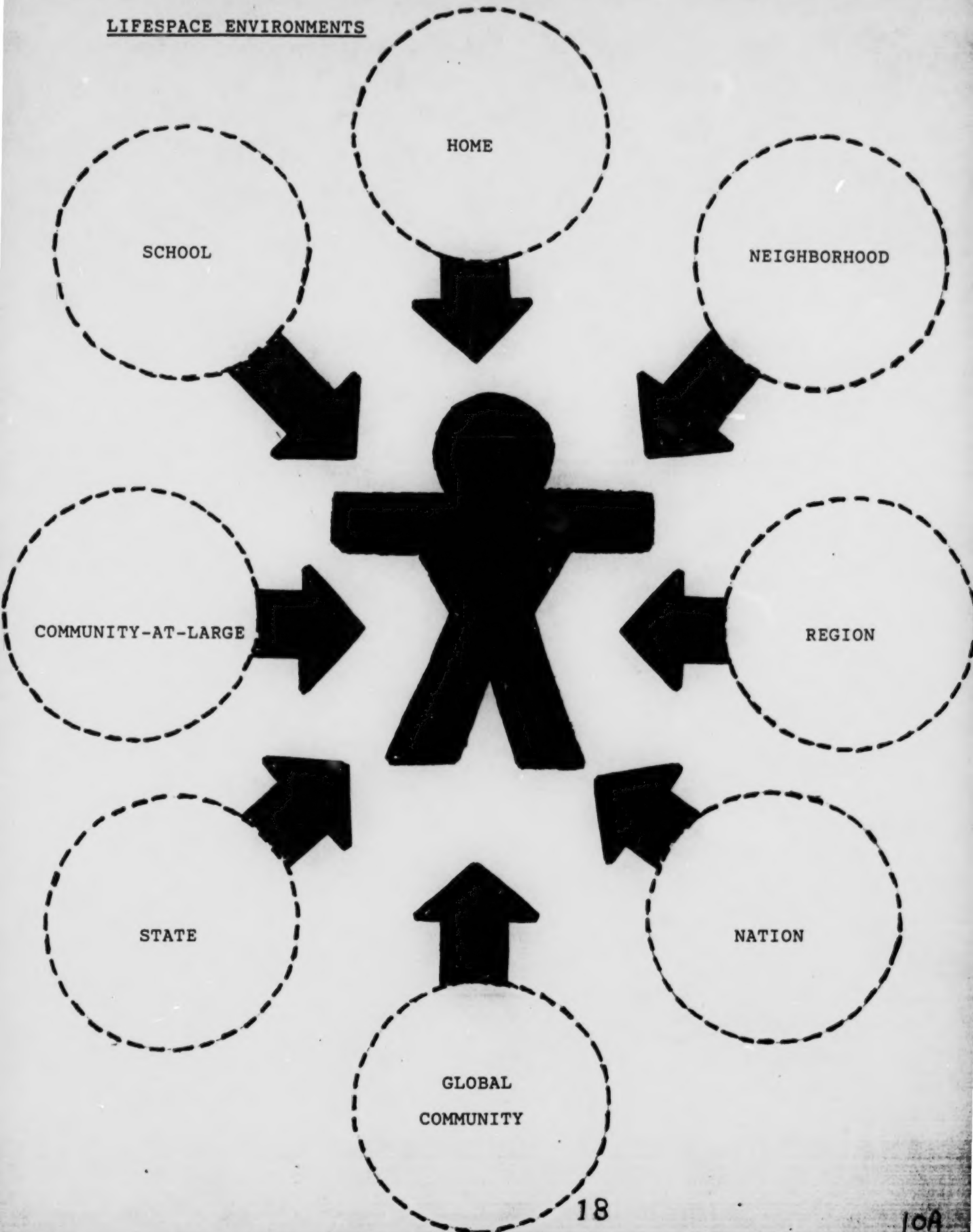
learners are able to visually compare/contrast diverse groups.

4) Audiovisuals are an immediate way by which the traditional walls of the classroom can be expanded to include the global environment.

People and places can be utilized not only as guest speakers and field trip sites but also as teachers and instructional resource tools.

Individuals who have travelled to/lived in diverse global communities, and places where learners can confront artifacts of diverse cultures expand the frame-of-reference of learners.

LIFESPACE ENVIRONMENTS



10A

WHAT ARE THE ESSENTIAL SOCIAL SCIENCE CONCEPTS THAT SHOULD BE INCORPORATED INTO THE SCHEME OF INSTRUCTION?

When identifying differences/similarities among and between cultures, learners should compare them using common traits such as those listed on page 4 of this text.

When studying human interaction and relationships with natural/social environments, learners should become familiar with concepts such as ...

conservation
cooperation
ecosystem
interlocking dependency
stewardship

Essential social science concepts include ...

balance of power
branches of government

communication

constitution

continent

cultural diffusion

culture

currency

democracy

dialect

dictatorship

direction

entrepreneur

equator

ethnocentrism

factors of production

folkway(s)

global interdependence

goods

invention

labor

landforms

language

law

monarchy

mores

need(s)

norms

oligarchy

peer group(s)

power

primary group(s)

region

resource(s)

role(s)

role conflict(s)

scale

secondary group(s)

social class

socialization

special interest group(s)

status

stereotype(s)

subsistence

taboo

time

want(s)

value(s)

Lessons/units can be organized around selected concepts. For example, when studying the social structure of specific cultures attention can be paid to ...

how FOLKWAYS, MORES, and NORMS
effect an individual's behavior
in PRIMARY and SECONDARY groups.

how one's SOCIAL CLASS and STATUS
determine the ROLES he/she will
play in the culture.

WHEN WILL TEACHING/LEARNING BE CLASSROOM-BASED? WHEN WILL IT BE FIELD-BASED?

In most instances, the use of print/non-print materials will be confined to the classroom as learners interact with audiovisuals and conduct research studies using primary/secondary source materials.

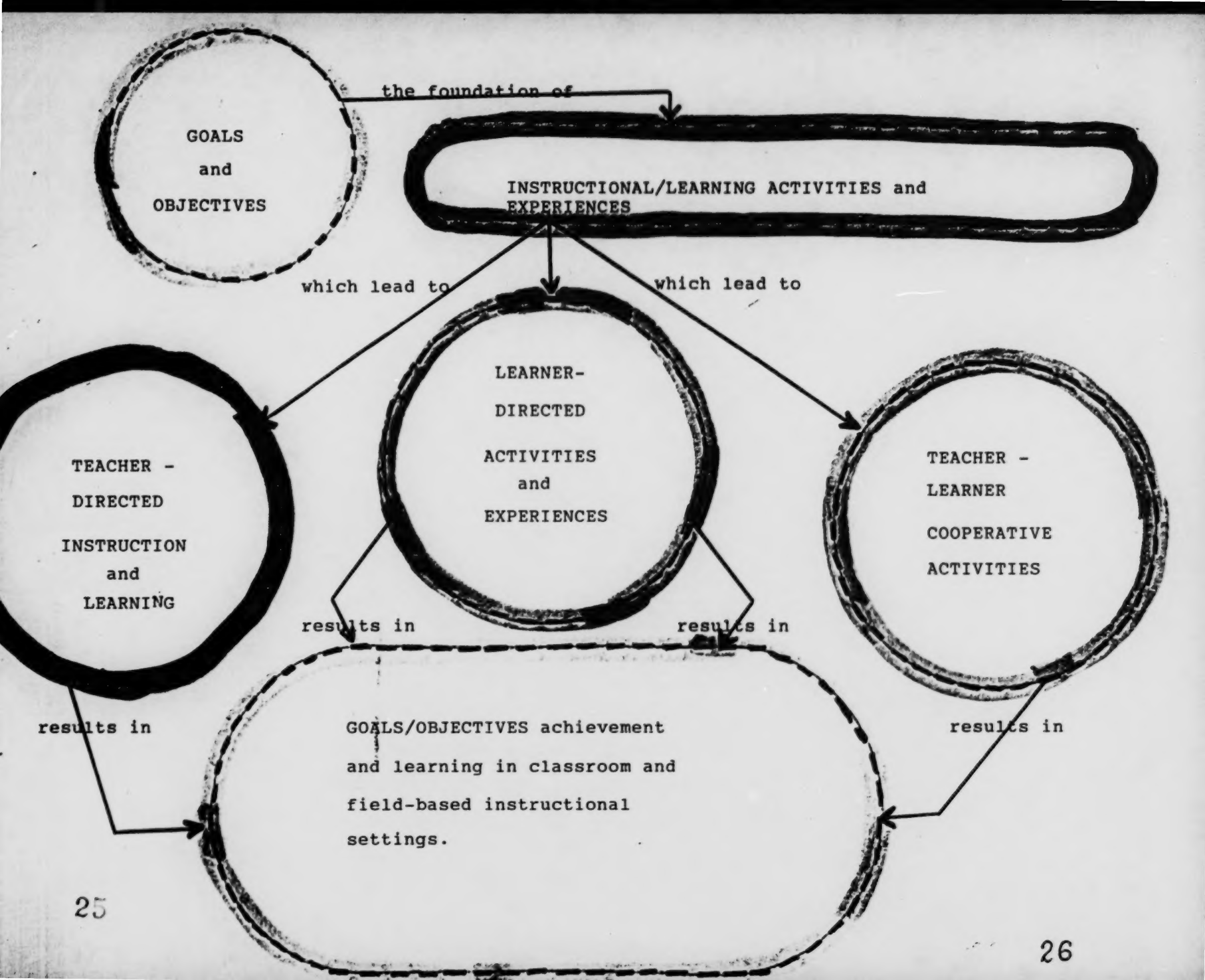
When studying the character/nature of natural phenomena and/or researching the culture traits of diverse social groups within the community-at-large, meeting with community resource people, and visiting resource sites, learners will be systematically exposed to the world outside the classroom.

Lessons/units and activities should be designed so that instruction/learning relationships exist between those things undertaken in the classroom and those things done outside the school.

There is a need for learners to build bridges between these two distinct but interrelated worlds.

They need to understand that the learning taking place in the classroom has relevance to/application in the real world of their everyday lives.

Lesson/unit context, instructional and behavioral objectives, and the character/nature/location of natural and social phenomena and resources will greatly determine whether instruction/learning will take place in the classroom, within the context of the total lifespace environment, or use a combination of both to affect awareness, comprehension, and perceptions.


GOALS
and
OBJECTIVES
the foundation of
INSTRUCTIONAL/LEARNING ACTIVITIES and EXPERIENCES
which lead to
which lead to
TEACHER -
DIRECTED
INSTRUCTION
and
LEARNING
LEARNER-
DIRECTED
ACTIVITIES
and
EXPERIENCES
TEACHER -
LEARNER
COOPERATIVE
ACTIVITIES
results in
results in
results in
results in
GOALS/OBJECTIVES achievement
and learning in classroom and
field-based instructional
settings.

HOW WILL LEARNER AWARENESS AND COMPREHENSION BE MEASURED?

True assessment of an individual's capacity to understand, to retain and apply concepts and knowledge to tasks-at-hand, and to master specified skills must be an on-going process over an extended period of time.

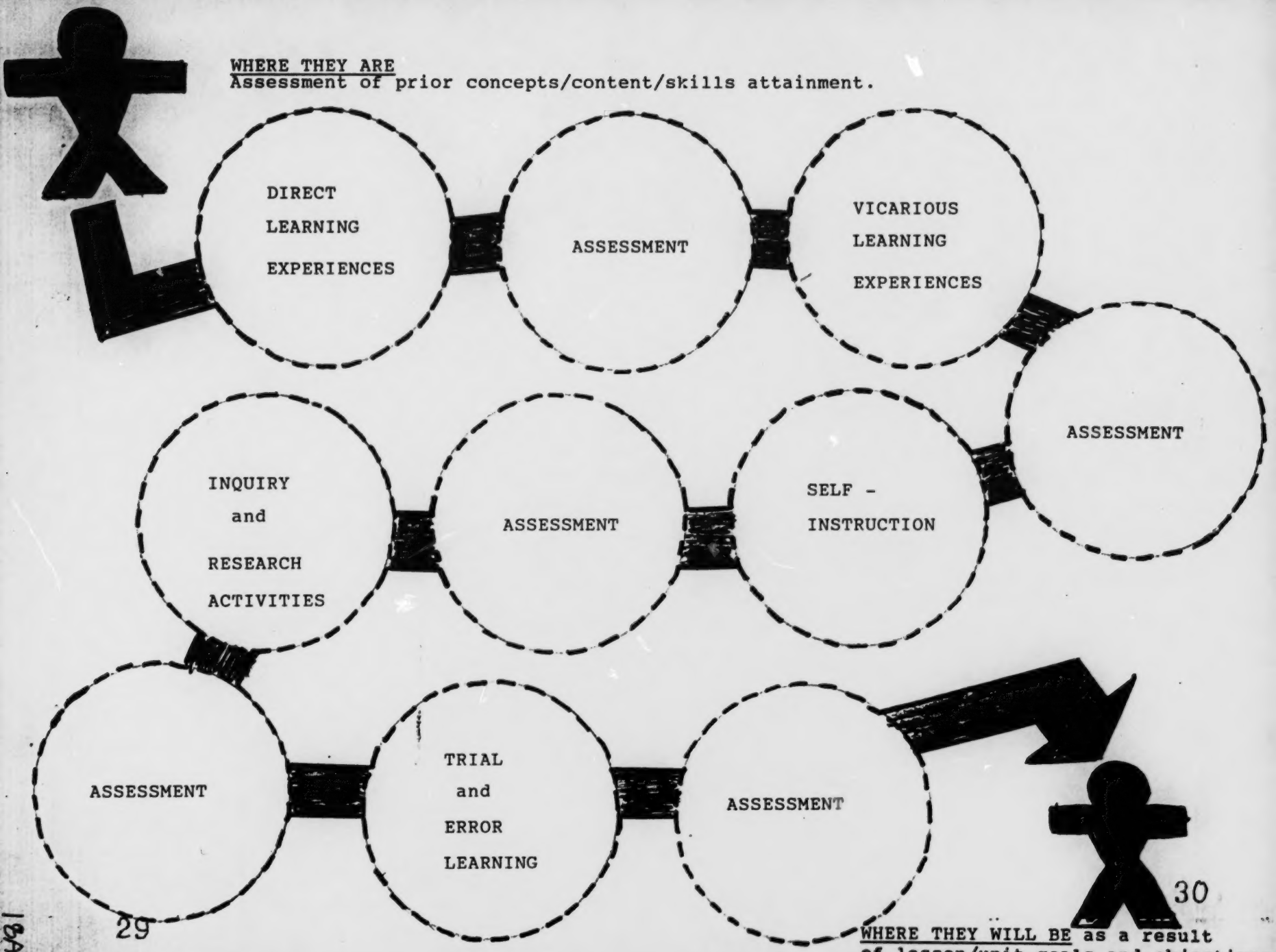
Only by repeated application of acquired knowledge to new tasks/situations will learners develop insights, be able to locate and manipulate data, and function intelligently.

While awareness/comprehension can be assessed through written work and pencil/paper tests, the most effective and meaningful assessment is based upon observation of/interaction with learners on a one-to-one or small group bases.

Rather than relying upon occasional feedback and performance, the classroom teacher should focus on how each/every learner functions in a variety of

instructional situations, how they act and react, the ways by which they bring knowledge and prior experiences to bear on solving/clarifying issues, resolving conflicts, and solving problems.

How do learners manipulate and apply that which they have learned to new experiences and to challenging new situations?


WHERE THEY ARE
Assessment of prior concepts/content/skills attainment.
DIRECT LEARNING EXPERIENCES
ASSESSMENT
VICARIOUS LEARNING EXPERIENCES
ASSESSMENT
INQUIRY and RESEARCH ACTIVITIES
ASSESSMENT
SELF - INSTRUCTION
ASSESSMENT
TRIAL and ERROR LEARNING
ASSESSMENT
WHERE THEY WILL BE as a result of lesson/unit goals and objectives attainment.

HOW WILL SKILLS PROFICIENCY BE MEASURED?

By clearly stating a series of behavioral objectives for learners, the teacher is in a position to observe and evaluate degrees of concepts/knowledge/skills acquisition and application in diverse learning situations.

For example ...

> the learner will draw an outline map of the African continent and will locate the following capital cities on it.
>
> _____
>
> _____
>
> _____
>
> _____
>
> _____

the learner will use primary and secondary source materials in the development of a ten minute oral/ visual report related to one of the following topics:

_____

_____

_____

_____

using the mileage scale on a map, the learner will measure the distance between the following cities:

_____

_____

_____

_____

the learner will collect three current events news items from magazines, newspapers, or periodicals and will discuss each in class.

working in small groups, learners will construct tabletop diaramas depicting typical rural villages of Africa, Asia and/or Central/ South America.

learners will research a given period of time in their study of United States history and will develop ten minute audiovisual reports.

Measurement/evaluation to determine the degree of aptitude/skills proficiency can be based upon a combination of techniques:

observations

pencil/paper tests

discussions

group interaction

projects

task accomplishments

questions/answers

written work

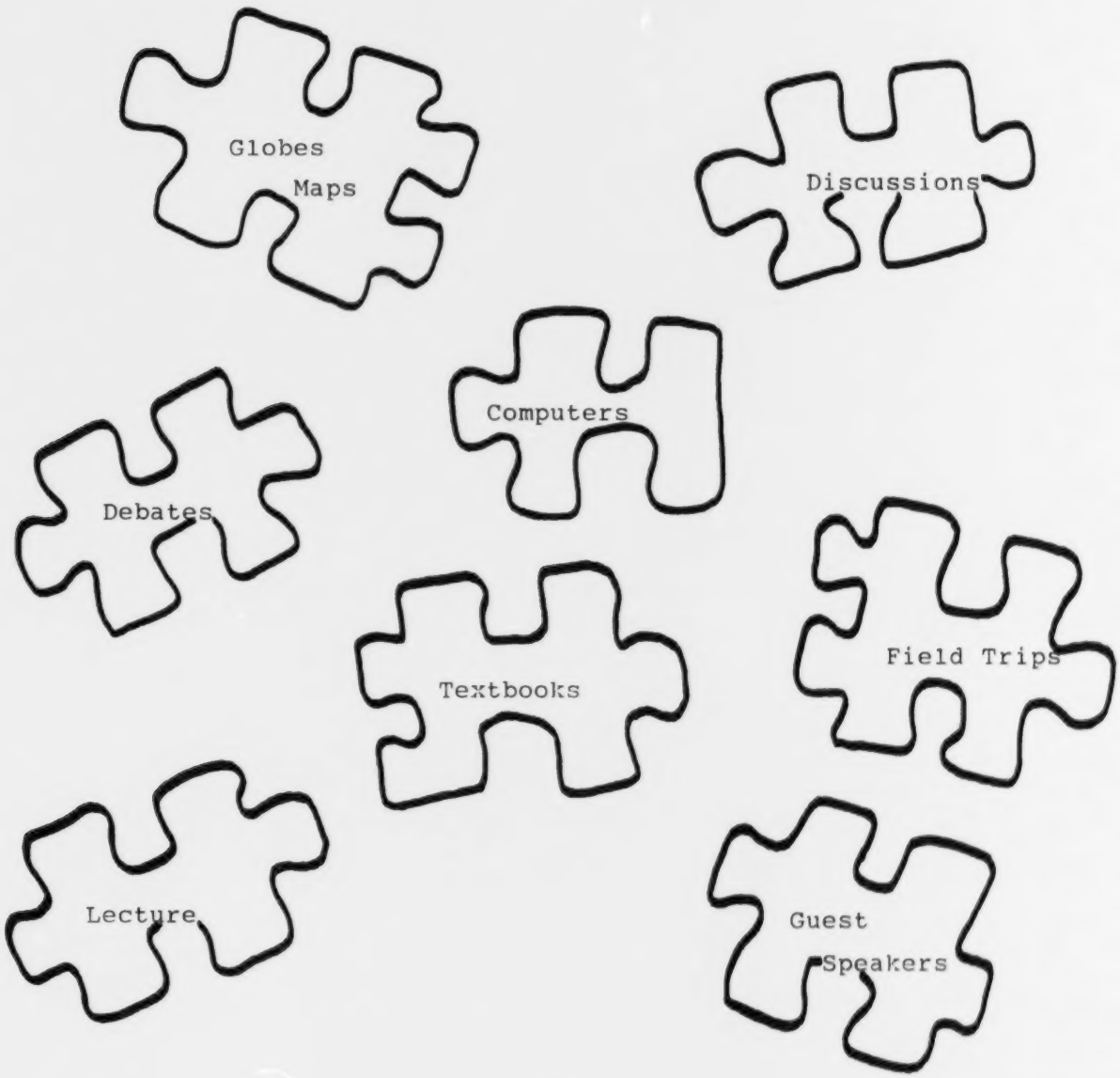
self-evaluation(s)

manual dexterity performance

independent research

innovation/experimentation

Like piecing together a puzzle, it takes insight, patience and skill to create a combination of concepts, knowledge, skills, instructional materials, activities and experiences, grouping patterns, allotted time, and location that will insure direct learner involvement and achievement in the inquiry process.



What may work for one teacher in one situation may not work for others. Therefore, teachers must be keenly aware of ...

instructional goals and objectives;

available instructional materials;

community resources;

time constraints;

curriculum demands;

diverse learner abilities;

financial resources;

support personnel;

space for activities

achievement.

GEOGRAPHY - WHAT IS IT?

Geography is both a social science and a physical science. It is the study of how humans interact with nature and vice versa, and the study of the Earth's surface.

There are four general categories of geography study.

1) Physical Geography: a study of the planet Earth and its place in the Universe. Physical geographers are concerned about the different characteristics of Earth; land and sea, and study soils, plants and animals, minerals, and weather.

2) Economic Geography: a study of how humans make a living from the Earth and its resources. Economic geographers are concerned with the resources taken from the Earth and how they are used.

3) Strategic Geography: a study of how humans can maximize the use of Earth's resources to enable them to survive and prosper. Where can the proper quanaties of resources be found? How vast are the available resource supplies?

4) Cultural Geography: a study of the ways humans live in different environments. Cultural geographers look at how different groups of people are related, and they look at how groups of people are fused with their life-space environment(s).

Social scientists have devised a method of dividing the world's nations into three basic groups.

FIRST WORLD. The industrialized, wealthy nations of Western Europe, the United States, Japan, Canada, and Australia are included in this category. Private individuals and companies use capital to own and operate businesses. There is relatively little control of businesses by government.

These nations are leaders in high technology. They are the richest nations on Earth. What needed resources that they don't possess they import from around the world. They are often called the DEVELOPED NATIONS.

SECOND WORLD. The Communist nations; the Soviet Union, the People's Republic of China, Eastern Europe, and other nations which are under the influence of Communism. Their governments control business, and few of these nations are highly industrialized. The technology of Second World nations generally lags behind that of First World nations. Some of the

Second World nations are highly developed while others are not.

THIRD WORLD. Most of the nations of the Earth belong in this category. In most of these nations, the majority of people live on the land - although there are large urban populations in some of them.

The First World is now beginning to turn to Third World nations to provide the cheap labor forces needed for manufacturing and heavy industry production. First World nations are beginning to share their technology with the Third World.

These nations are usually referred to as DEVELOPING NATIONS. The level of formal education among the masses is low and few people are skilled in the industrial ways of the First World. The poverty level encompasses most of the populations and the literacy rate is low.

While a few fortunate Third World nations possess the resources needed in the First and Second Worlds, most do not have resources which are in great demand. Aid to these nations is usually in the form of military weapons, technology, food, education, medicine, and equipment for farming and industry.

When studying the cultural geography of any given group, attention must be given to matters such as:

ADULT LITERACY RATE. Percent of adult population who are able to read and write.

AVERAGE DAILY CALORIE/PROTEIN INTAKE PER PERSON. The minimum daily requirement of protein is 100 grams. The minimum daily requirement of calories is 3,000 for men and 2,200 for women.

GROSS NATIONAL PRODUCT. The total value of all new things produced in a given country in a given year.

GROSS NATIONAL PRODUCT - PER CAPITA. The GNP of a given nation divided by the total population of that nation.

INFANT MORTALITY RATE. The number of children who die before their first birthday per 1000 births.

LIFE EXPECTANCY AT BIRTH. The average lifespan of a person living in a given nation. It is the

average age, calculated by adding the ages of all persons at the time of death, then dividing the total by the number of persons who died.

URBAN POPULATION. The percent of the total popula- of a given nation living in cities.

WORK FORCE IN AGRICULTURE. The percent of the total population of a given nation who farm for a living.

It should be noted that the poorest nations on Earth usually have the highest population growth rates. They also have the fewest resources available for use. Most of the people are farmers living in extreme poverty.

CRITICAL THINKING

When studying the cultural geography of diverse groups, there is a need for learners to analyze and question customs and traditions, lifestyles, and social behavior(s).

An instructional tool that can be used to enhance critical thinking/decision making/problem solving among learners is the PROACTIVE ACTION MODEL (PAM). SEE PAGE 32

The PAM strategy requires that learners participate, directly, in the inquiry process, and engages them in a series of mental activities geared to the cognitive and affective domains.

PAM can be applied, with equal affect, in classroom and field-based learning/inquiry situations, and it can be used by individuals or small groups.

AFFECTIVE SKILLS	COGNITIVE SKILLS	PAM COMPONENTS	COMPONENT ACTIVITIES
	2.0 Comprehension		
1.0 Receiving	1.0 Knowledge		
		PERCEPTION(S) using acquired knowledge/skills/attitudes to perceive a situation. Knowledge/skills/attitudes are acquired from direct and vicarious experiences.	identify a conflict/issue/problem/situation.
		1	1
	6.0 Evaluation 5.0 Synthesis 3.0 Application	**THOUGHT PATTERN** relating isolated bits of knowledge/skills with attitudes to solve problems/resolve conflicts/clarify understandings.	research data, review data amassed, generate an hypothesis, and develop a research design.
2.0 Responding	2.0 Comprehension	2	2
1.0 Receiving	1.0 Knowledge		
		ACTION(S) overt behavior resulting in something being accomplished/resolved/understood. Overt behavior results from knowledge/skills/attitudes interfacing.	conduct an empirical study, collect data, data assessment, and arrive at a conclusion.
		3	3
	6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension		
3.0 Valuing 2.0 Responding 1.0 Receiving		**CLOSURE** implementation/evaluation/documentation/of a strategy or modus operandi.	design a resolution strategy, implement the strategy, document the strategy process, and report process results.
		4	4
	6.0 Evaluation 5.0 Synthesis 4.0 Analysis 3.0 Application 2.0 Comprehension	**FEEDBACK** data providing additional/updated information is delivered to PAM components and may have positive/negative effects on future component processes.	
2.0 Responding 1.0 Receiving			

FEEDBACK

CULTURAL ARTIFACTS

When studying the cultures of diverse social groups, learners can be introduced to a variety of objects which represent the accomplishments of these peoples.

Artifacts, originals or reproductions, provide learners with valuable hands-on experiences, and enable them the opportunity to study, firsthand, the detail of native art and the creativeness of diverse groups.

Artifacts can be created for imaginary cultures, objects can be obtained from regional media centers serving large school systems, area musuems may have loan materials, and learners can bring personal items from home.

ARTIFACTS include ...

1) tools
2) weapons
3) status symbols
4) cooking/eating utensils
5) coins/objects of barter and exchange
6) art pieces
7) religious objects
8) toys
9) machines
10) garments
11) literary works
12) structures

1
2
3
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8
9
10
11
12
Types of
C U L T U R A L
A R T I F A C T S

Learners can be directly involved in a variety of activities that will expand their cultural awareness and deepen their understandings of cultural diversity among social groups.

1) Simulations/games concerning imaginary cultures. Learners follow clues to hidden artifacts, and once found - these objects are studied to reveal the character of by-gone groups.

2) Learners create a time capsule, and determine the artifacts that will be placed into it - and where it will be buried.

3) Learners will be taken into the lifespace environment to conduct archeological digs in specified areas. Data will be recorded in logs.

4) Field trips to art exhibits and museums.

5) Interviews/discussions with social scientists.

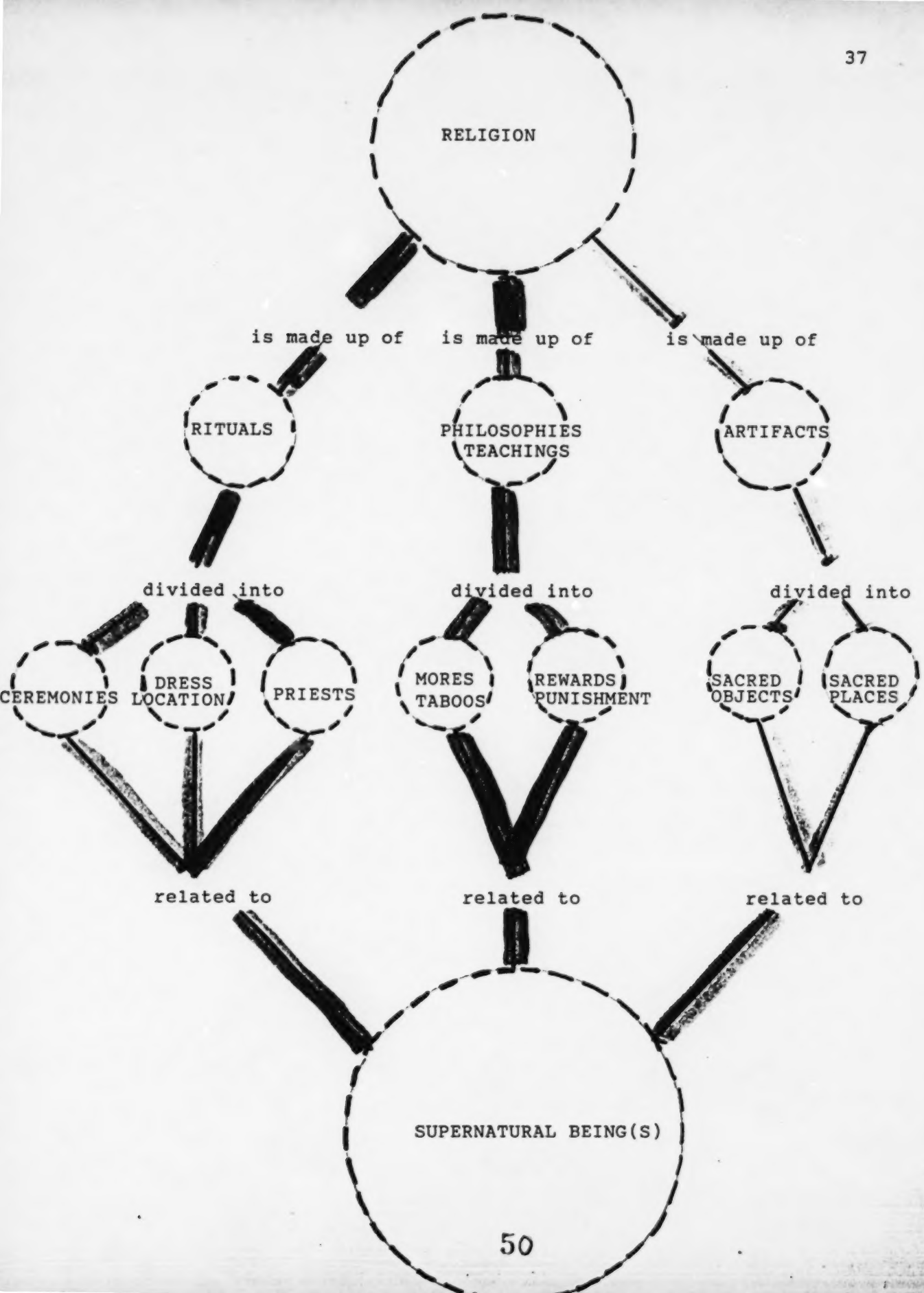
6) Audiovisual and print materials such as National Geographic magazine... form the basis for independent/small group inquiry.

CULTURE TRAITS COMPREHENSION

It is important for learners not only to compare/contrast diverse cultures using common trait characteristics, e.g., tools/weapons, diet, dress, and shelter, but to understand and mentally visualize the properties of each trait (concept).

Concept mapping activities can be incorporated into the instructional process - thus enhancing learner awareness and comprehension. Simply, a concept map is a diagram linking the various properties of a given concept or linking two or more concepts in a cognitive web.

SEE CONCEPT MAP/PAGE 37


RELIGION
is made up of
is made up of
is made up of
RITUALS
PHILOSOPHIES
TEACHINGS
ARTIFACTS
divided into
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divided into
CEREMONIES
DRESS
LOCATION
PRIESTS
MORES
TABOOS
REWARDS
PUNISHMENT
SACRED
OBJECTS
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related to
related to
related to
SUPERNATURAL BEING(S)

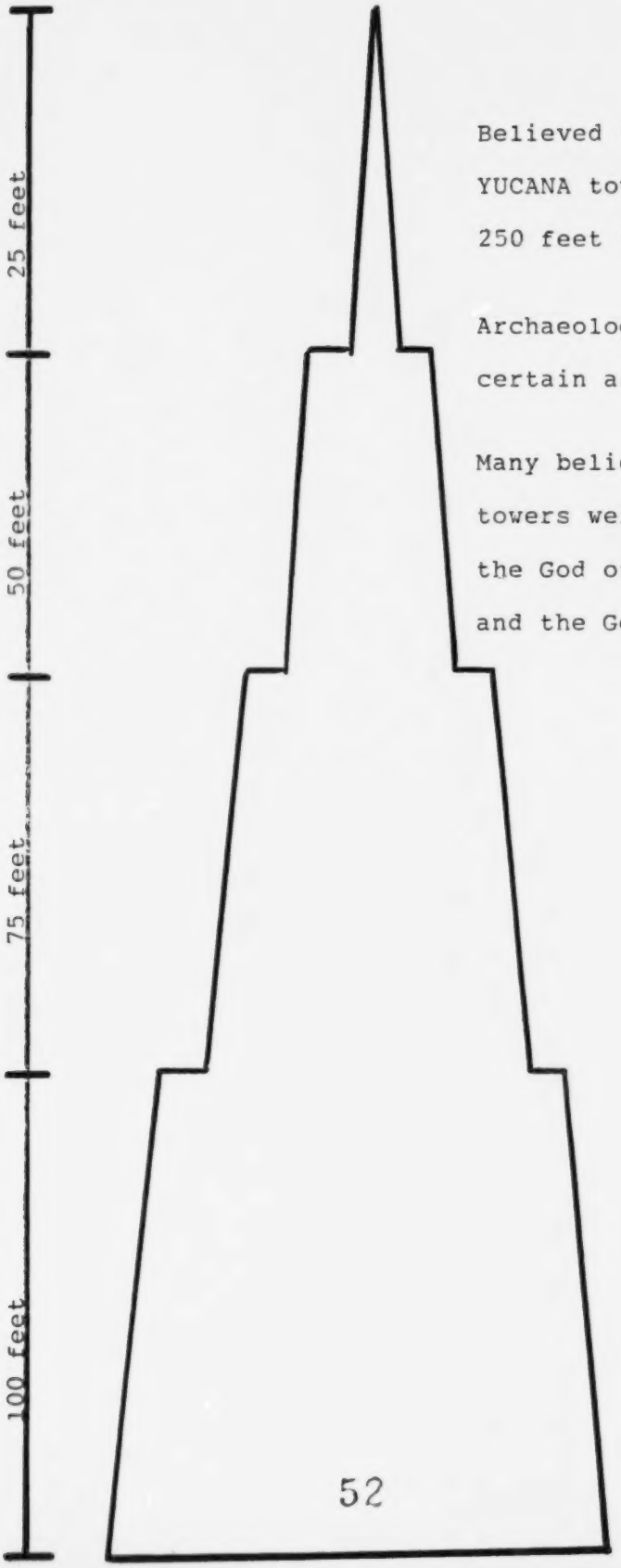
YUCANA - A Culture Study Simulation Activity

The YUCANA culture flourished in Central America from the 12th Century B.C. until into the 4th Century A.D. when disease and war ravaged the land and its people.

As with the Aztecs, Incas, and Mayas, the YUCANA culture exhibited mastery of a number system, astrology, and even an alphabet! Today, temple ruins are a testament to a culture that was known for its skyscraper towers and temples. It is believed that the tallest, Byana, and the tallest temple, Azura, were located in the bust commercial center of Tyzanu.

How did the YUCANA people live? What were their basic beliefs? What did they think about? What kinds of food did they eat? What were their homes like? Did their children go to school? What kinds of games did the children play?

Using a collection of artifacts, e.g., clay pots, coins and shells, pieces of broken tools and weapons, and religious relics, learners attempt to determine the answers to these and related questions.



Believed to be the tallest YUCANA tower, Byana stood 250 feet tall.

Archaeologists are not certain as to its function.

Many believe that the tall towers were monuments to the God of Light (Carbena) and the God of Darkness (Cia).

38A

Acting as researching social scientists, small inquiry groups study the artifacts and brainstorm possible answers to questions asked. Data is recorded, and reports are developed for presentation to the class.

Each inquiry group will develop an audiovisual presentation in which it will exhibit artifacts, and will explain/defend its position statements with supporting data.

YUCANA - A Culture Study Simulation Activity does not have but one set of correct answers related to planned classroom and field-based activities. The goal is to have learners inquire, ponder, and make decisions based upon available data.

While one teacher may decide to conduct the entire activity in the classroom, another may decide to hide the artifacts outside the classroom and have the inquiry teams find them on their own. In this way, learners will function as inquiring social scientists and the activity will seem to be more real-to-life.

COMMUNITY MAPPING

In order to make cultural geography concepts come alive for learners, field-based activities can be designed to insure their direct contact and interaction with the total lifespace environment.

After having been formally introduced to concepts such as:

inner city/core city
suburbia
commercial zone(S)
residential zone(S)
concentric circles theory

learners can be taken on walkthroughs or field trips to urban areas.

Field-based activities can include:

mapping individual streets
drawing pictures
interviewing residents
keeping diaries/logs

taking visual impressions using motion picture cameras, still cameras, and/or video tape equipment.

Upon returning to the classroom, inquiry groups can make tabletop diaramas of areas mapped. Pictures can be compiled into audiovisual presentations/displays, and guest speakers can be questioned regarding community programs for the aged, infirmed, poor, homeless, and those who live in cities and suburban communities.

Using the PROACTIVE ACTION MODEL process, inquiry groups collect data and make proposals regarding the improvement of the lifespace environment. Audiovisual presentations can be prepared, and written proposals can be presented to community decision makers.

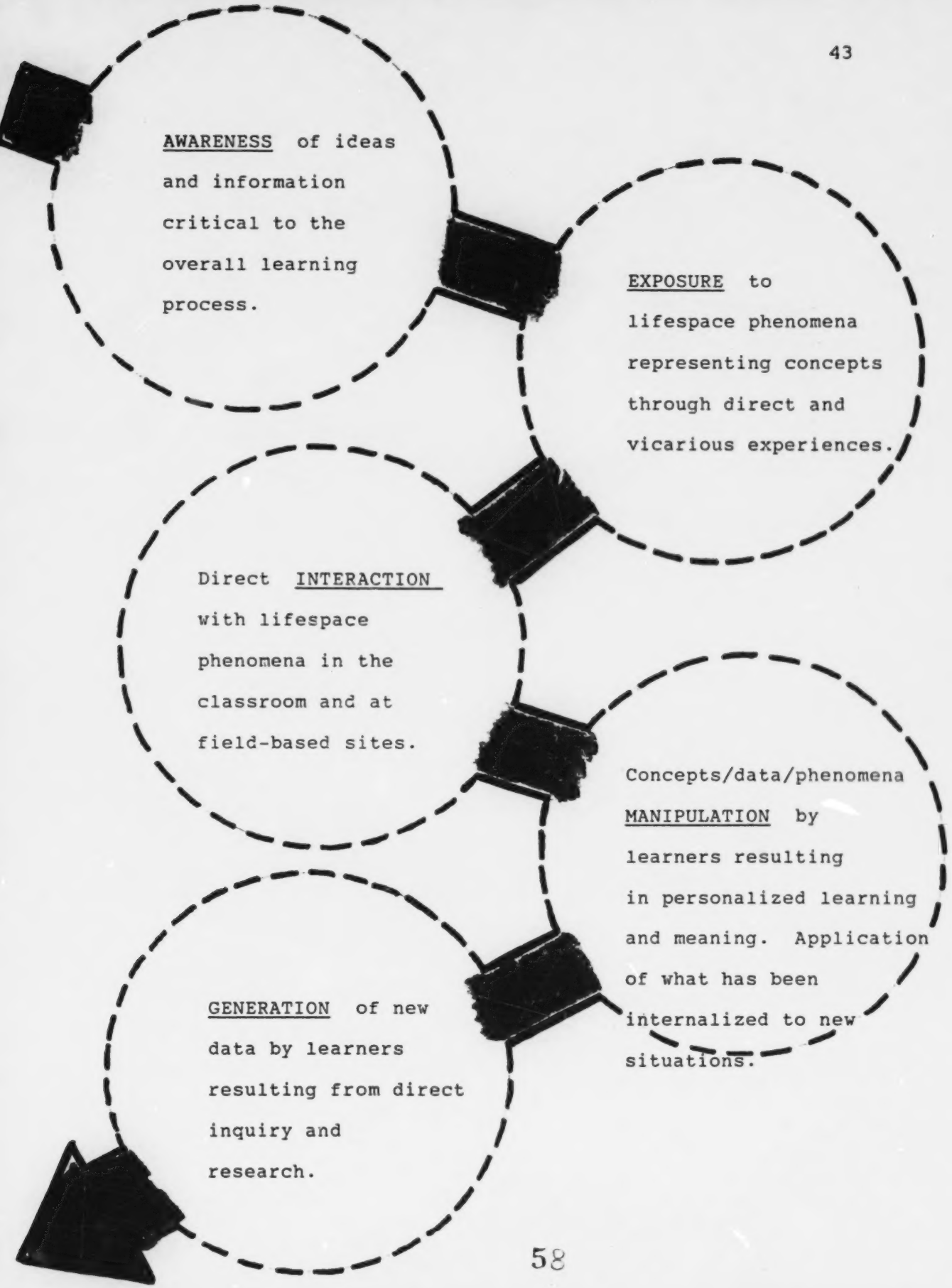
41A

CIRCLES OF COMPREHENSION

Whenever learners are introduced to new concepts (ideas) and data (information) a multi-step process occurs which insures that understanding is achieved within the individual.

As related to cultural geography studies, learners collect and analyze data, generate hypotheses, test hypotheses in real-life lifespace settings, generate and analyze new data, and arrive at conclusions.

Thus, it is critical to the process of comprehension and data internalization within the individual that AWARENESS, EXPOSURE, INTERACTION, MANIPULATION, and GENERATION occur within the context of the total lifespace environment - and not merely within the confines of the typical classroom. Teachers and programs must be community-centered in thinking and action.


AWARENESS of ideas and information critical to the overall learning process.
EXPOSURE to lifespace phenomena representing concepts through direct and vicarious experiences.
Direct INTERACTION with lifespace phenomena in the classroom and at field-based sites.
Concepts/data/phenomena MANIPULATION by learners resulting in personalized learning and meaning. Application of what has been internalized to new situations.
GENERATION of new data by learners resulting from direct inquiry and research.

CULTURAL DIVERSITY IN THE CLASSROOM

When introducing learners to diverse cultures and social groups, a good place to begin is with your class(es).

The browning-of-America process has impact and affect on school systems, nationwide, and within any given classroom you will find learners coming from homes which reflect diverse beliefs, customs, diets, and value systems - and where many different languages are spoken.

Begin where learners are - in the classroom. Systematically introduce them to this diverse cultures phenomenon, and then expand the focus to include a study of the far-removed cultures that are represented in the classroom.

Parents and grandparents can be involved in this awareness process. They can function as guest speakers, and can develop within learners insights that you, as the classroom teacher, might not be able to do.

Culture

Conflicts

THE WORLD Community OF NATIONS

CULTURAL Diversity

THEME	CULTURAL DIVERSITY
TOPIC	Customs
GRADE(S)	5 - 8
SUBJECT(S)	Anthropology, Geography, and Sociology
GOAL(S)	Students will understand that a diversity of customs exist among the world community of human groups. Students will understand that a diversity of customs can be brought to bear on the same conflict/issue/problem/situation and that the same effect(s) can be achieved in a variety of ways.
INSTRUCTIONAL OBJECTIVE(S)	Students will know that different human groups have different ways of dealing with common conflicts/issues/problems/situations.

Students will know that each human group's social customs have evolved over centuries of time.

Students will know that customs effect the lifestyles and belief systems of diverse human groups.

Students will know that social customs are effected, to varying degrees, by natural lifespace environments.

BEHAVIORAL OBJECTIVE(S)

As a result of studying this unit re: cultural diversity, students will be able to:

1) identify three social customs of each of five given human groups.

2) compare/contrast the customs of the five human groups.

3) locate each human group studied on maps.

4) research one of the five given human groups and develop an audiovisual report for presentation to the class.

5) explain, in written form, why the customs of the five given human groups are alike and why they are different.

6) explain the effects/influence of the customs of one human group upon those of other given human groups.

7) properly use selected vocabulary words/terms in oral/written discussions.

8) act out the customs of the selected human groups as part of role playing activities.

ACTIVITIES

Learners will be introduced to the customs of diverse human/social groups as a result of direct and vicarious learning experiences.

AUDIOVISUAL MATERIALS will be used to introduce learners to far-removed global cultures.

GUEST SPEAKERS will discuss the customs/lifestyles of diverse groups.

PRINT/NON-PRINT MATERIALS will be used to develop learner awareness of the customs/lifestyles of diverse human/social groups.

FIELD TRIPS to festival activities such as dance/music and plays depicting the customs of diverse cultures.

SUMMER TRAVEL to far-removed lifespace environments to visit/observe the customs of diverse human/social groups.

CLASSROOM/FIELD-BASED LEARNER ACTIVITIES

Cultural geography awareness/understanding takes place in the total lifespace environment as well as in the traditional classroom. Thus, teachers of the social studies must be versed in the character of the total lifespace environment, and must be skilled in its incorporation into the instructional/learning process on a selective basis.

Learners can be involved in activities such as ...

1) field trips/walkthroughs into the total lifespace environment;

2) keeping diaries/logs of field-based activities and experiences;

3) interviewing community resource people;

4) conducting independent research using primary sources such as print materials, community resources (places/things), and resource people.

5) developing theories and testable hypotheses which are researched and carried out in the lifespace environment(s).

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